

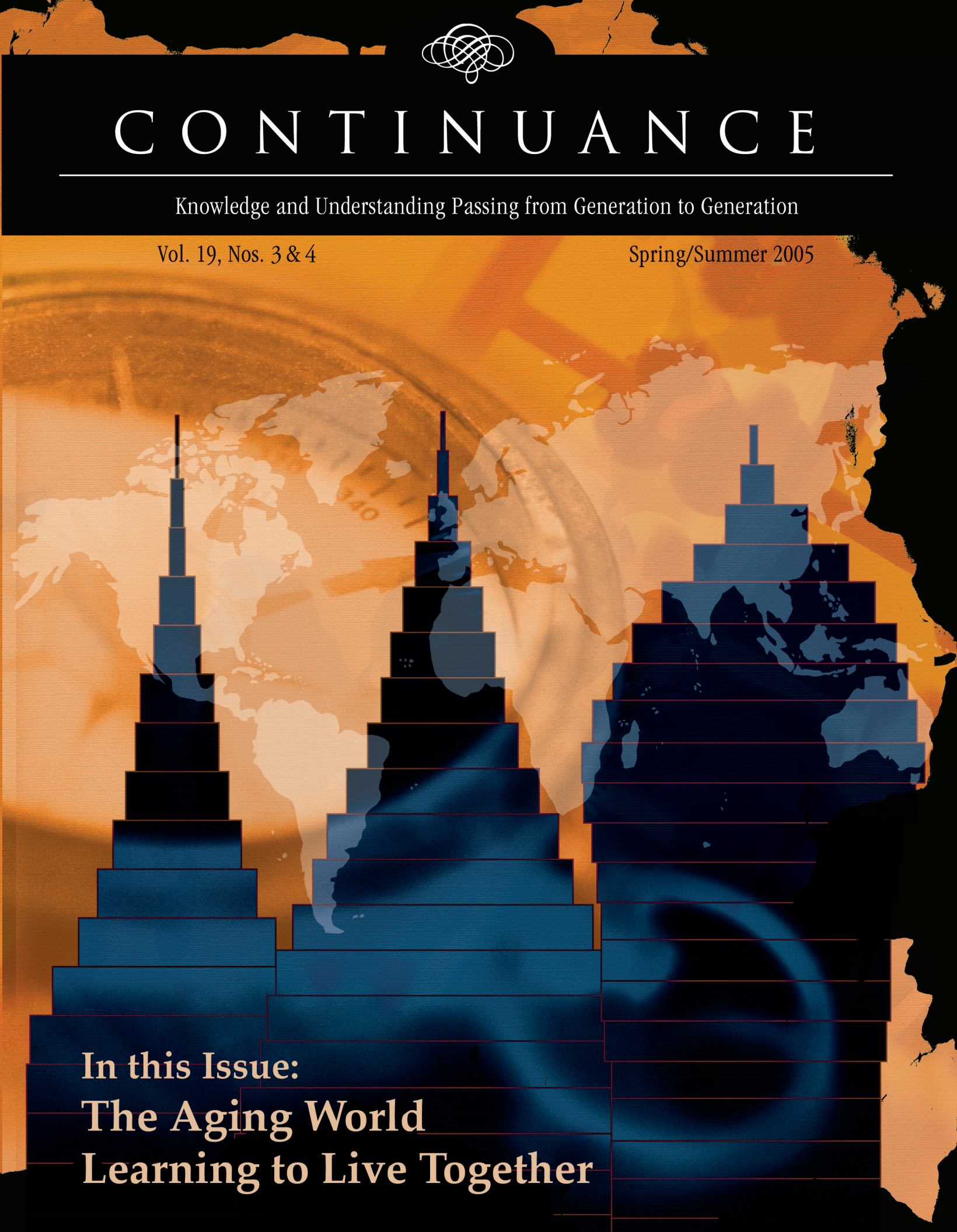


CONTINUANCE

Knowledge and Understanding Passing from Generation to Generation

Vol. 19, Nos. 3 & 4

Spring/Summer 2005



In this Issue:
The Aging World
Learning to Live Together

Commentary

What Does the Aging World Mean to You?



Roll the drums: The Aging Revolution has begun and the world is getting older. Between 2000 and 2050 the population 60+ will double and the population 80+ will increase 5 times.

What does the aging world mean to you?

Depending on your age and your experience with older generations, your response will be on a continuum of: "I haven't really thought about it," to "Help! Those gray hairs will put us in the poorhouse." This issue of *Continuance* challenges you to reflect on the aging world and what it will mean to you and your family.

Learning to live together is part of that reflection, if we are to achieve a society for all ages. Learning

to live together suggests a global population that relies on dialogue, consensus building, and finding common ground, rather than conflict. Learning to live together is the symbolic "coming to the table." It is as important in weaving a seamless system of lifelong learning as it is in stemming intergenerational conflict. Learning to live together is a touchstone for education, one considered so important that in 2001 education ministers throughout the world met to discuss it as a measure of quality education—equal to math, literature, and science. Learning to live together will be the barometer for the aging world.

The Aging Revolution has begun. In Illinois, higher education is leading the preparation by reaching out to retirees, which Richard Jackson, Center for International and Strategic Studies, calls redefining retirement. Doug Whitley, CEO of the Illinois Chamber of Commerce, looks at it from a workforce-preparation perspective. "Tapping into the educator retirement pool to find talented and experienced people to assist in nurturing young minds is a great idea with exceptional potential. It could provide a valuable

new human infrastructure for education."



"Tapping into the educator retirement pool to find talented and experienced people to assist in nurturing young minds is a great idea with exceptional potential. It could provide a valuable new human infrastructure for education."

-Doug Whitley

Consider the possibilities and potential for leadership through education, particularly higher education. A society for all ages can be established through an intergenerational public policy that fosters learning, builds intergenerational social systems, and unites generations. It is a daunting adventure, never experienced in world history until now.

-Jane Angelis, Editor

About the cover:

The population pyramids stand as beacons, alerting us to prepare for the aging of the world. The pyramids call attention to their shapes, as if to say "look what is happening to us." Their development tells the story. The pyramid on the left from 1950, has a broad base, meaning a high birthrate, and a very thin top, meaning a small older population. The middle pyramid represents the year 2000, and though the changes are not remarkable, there is growth at all levels. The pyramid on the far right (2050) shows a dramatic upward shift of its bulk, changing from a triangle to a rectangle—symbolizing an equal population of old and young.

In the background, among images of the world's nations, the compass signifies the capacity of humankind to find its way in this changing world. Just above the right pyramid are two rows of beads from an abacus and its frame, which symbolizes education and its role in providing the foundation for global aging.

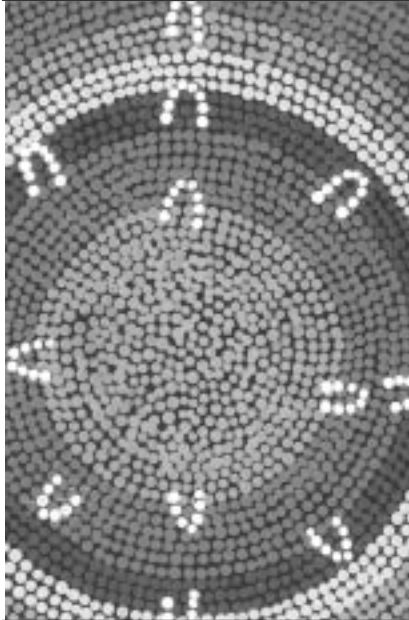
Cover design: Michelle Rositch, Student Center Graphics

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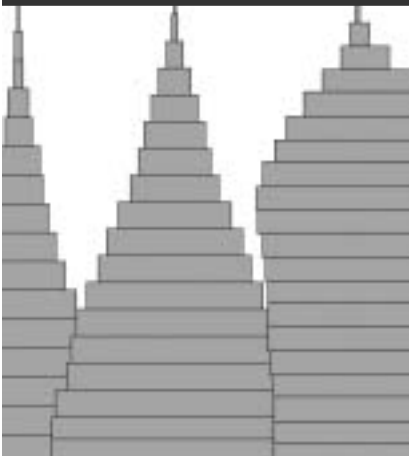
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Spirit of the Generations Award

Presented Annually by

Continuance Magazine



The Spirit of the Generations Award is based on the earliest traditions of our democracy when all generations worked and learned together to build a strong country. The award is given to retirees who exemplify a commitment to multigenerational and multicultural learning and set an example of leadership for lifelong service and civic engagement.



Pat Bearden

Pat Bearden has a long tradition of lighting the spark for education by energizing all ages to gather their family stories. A retired teacher from Chicago Public Schools, she has motivated countless young students to explore their family histories, and teachers to use family stories to enhance their curriculum. Through her example, students have become researchers and have honed skills in math, science, English, and social studies, emerging as confident communicators.

Bearden shares her experience gathering family stories and researching her history in Chicago communities and throughout Illinois. She praises and congratulates young and old when they write their family history. She has set a fine example of working and including all generations and cultures--never asking anyone to do what she hasn't done. Bearden is a Golden Apple winner, co-author of *History Comes Home: Family Stories Across the Curriculum*, and co-director of the American Family History Institute, an organization that promotes family history.

Mary Simon is an 89-year old retired English professor who dem-



Mary Simon

onstrates civic engagement at its best. Without thinking twice, she volunteered to lead the recruitment

for the Emeritus and Annuitants Association volunteer project at Southern Illinois University Carbondale.

She isn't new to recruiting retirees to get involved in the community. Simon worked with the Center for Basic Skills for four years, involving retirees with students who needed a little extra help getting started in college. Young students had the benefit of experiencing the wisdom and encouragement of retired faculty.

Simon has a history of supporting education at all levels and has high expectations for how a university community should contribute to schools. Her commitment to education is visible in the scholarships and awards for teachers she has instigated or provided. She was Citizen of the Year for the Carbondale Chamber of Commerce, an Illinois Woman of Distinction, and continues to be a model of giving and involvement for all ages.



Learning To Live Together

“A basic education that fails to equip us to live together peaceably does not deserve to be called an education of genuine quality.”

--UNESCO Director General Mr. Koichiro Matsuura

In 2001, education ministers from 180 countries met in Geneva Switzerland, to discuss the timely topic, *learning to live together*. UNESCO Director General Mr. Koichiro Matsuura described violence as a fact of life in many schools all over the world. He said, “Learning how to live in peace with others is an indispensable part of all education.”

The feature stories in this section of *Continuance* cite examples from international, national, and state organizations that place a high priority on learning to live together. Individuals, as members of organizations large

and small, come to the table to listen, learn, and find common ground. Civility is the theme: learning to live together the goal: education is the vehicle.

**Civility is the theme;
learning to live together,
the goal. Education is the
vehicle.**

The first article is about international understanding: The Maureen and Mike Mansfield Foundation is dedicated to promoting understanding between the U.S. and Asia. Next,

Generations United gives focus to the importance of all generations working together. The budding Japan International Unity Association is modeled on Generations United with a goal of promoting understanding between the ages. In Illinois, the Joint Education Committee is a forum for looking at the needs of all levels of education and developing public policy that brings a seamless system of education. Last, the Diversity and Writing about It article gives a foundation for learning to live together. It begins with learning about your history, sharing that history with other generations and cultures, and finding similarities.

Reaching Back and Across Cultures for a A New World Understanding

The Maureen and Mike Mansfield Foundation

Terry M. Weidner
Elizabeth Oleson

Almost any of us who are over forty-five and were interested in politics growing up remember Mike Mansfield. In many ways, Mansfield was a real Horatio Alger. Born in humble circumstances, he emerged from the copper mines of Butte to serve in the U.S. Senate for almost forty years. He led that body as Senate Majority Leader for sixteen years, longer than anyone before or since. Mansfield then went on to serve another twelve years as America's Ambassador to Japan, culminating a public career that bridged the administrations of six presidents. In the process, he left a body of work that made a lasting impact on both domestic and foreign policies.

Although Mansfield's ability to influence legislation was clearly bolstered by his selection as Senate Majority Leader in 1961, it

was fostered by the close working relationship he forged with Republicans, particularly Senate Minority Leader Everett Dirksen of Illinois. An example is the Civil Rights Act, a major legislative goal of John F. Kennedy's administration, which remained undone at the time of the popular president's assassination. Buoyed by Lyndon Johnson's election with 90 percent of the popular vote and 68 democrats in the Senate, enactment seemed possible. But Mansfield realized that many southern democrats opposed civil rights legislation. He thus worked closely with Dirksen to ensure there was adequate Republican support to achieve the 67 "yes" votes necessary to avoid a successful filibuster by minority "Dixiecrats" and Republicans. In a typical act of bipartisanship, Mansfield insisted that Dirksen publicly announce the passage of

the Civil Rights Act and participate fully in taking credit for the bill's success.

Mansfield and Dirksen also worked collaboratively on passage of the 1963 Nuclear Test Ban Treaty, the Voting Rights Act of 1965, Great Society legislation, and environmental protection bills. Historians refer to the genuine friendship between the majority and minority leaders, as well as Mansfield's frequent deference to his colleague, as being central to the successful enactment of these historic pieces of legislation.

Influenced by his travel to the Philippines and China as a young Marine, Mansfield became an expert on Asian affairs and persistently supported a more open attitude towards China. This was perhaps the only point of agreement between Mansfield and Richard Nixon, culminating in Nixon's historic trip to China in



Freshman members of the Senate class of 1952 included Mike Mansfield of Montana (umpire), John F. Kennedy of Massachusetts (catcher) and Henry "Scoop" Jackson of Washington (batter).

1972. Mansfield listed as his biggest failure, though, his inability to persuade John F. Kennedy and Lyndon Johnson to limit American involvement in Vietnam. Mansfield was criticized by both advocates and critics of the war for his refusal to publicly state his views. Though Mansfield was deeply affected by the war himself – he carried a list in his pocket of the war's fatalities – he was not confrontational by nature and ultimately decided the best course was to state his misgivings frequently but privately to the White House.

As Ambassador to Japan, Mansfield astonished Asian visitors by inviting them into his office and personally serving them

cookies and coffee or tea. His self-effacing style of personal diplomacy was tested in 1981 when a US nuclear submarine surfaced, collided with a Japanese cargo vessel, but then re-submerged and left the scene. The Japanese ship sank within fifteen minutes, and two members of the crew drowned with the remaining members rescued 18 hours later by a Japanese destroyer. Upon hearing the news, Mansfield insisted on making a public apology, bowing very low to the Japanese foreign minister to express his sincerity. The Japanese press repeatedly printed photos and videotape segments of the apology, which not only quickly quelled Japanese outrage at the

incident but won Mansfield the deep and abiding respect of the Japanese nation.

But Mansfield was admired as much for what he stood for as for what he achieved. At a time when politics has become downright nasty and bipartisanship is a dirty word, Mansfield is a symbol of better times, when personal integrity, ethical behavior, and inter-party cooperation were not only more apparent, but esteemed. His colleague, Senator Hugh Scott (R-Pennsylvania) who was Senate Minority Leader when Mansfield was Majority Leader, put it simply: "He is the most decent man I've ever known in public life." Even in those times, who but Mansfield could have served as ambassador under both Presidents Carter and Reagan, who seemed

Mansfield is a symbol of better times, when personal integrity, ethical behavior, and inter-party cooperation were not only more apparent, but esteemed.

to agree on virtually nothing else? Mansfield was also respected by many of us for his broad cultural vision. His love for the people and cultures of East Asia, in particular, led him to develop expertise that he shared first as a professor of East Asian history at The University of Montana and

then as an enlightened force in U.S. policy toward the region during his government service.

The Mansfield Center and the Maureen and Mike Mansfield Foundation were founded in 1983 to give continuity to the work started by Mansfield. The Mansfield Center, often referred to as the "jewel in the crown" at the University of Montana fosters bilateral understanding through a variety of means, including efforts at curriculum enhancement, bilateral exchanges, public programming and international training. Most recently, it has also been at the forefront of an effort to create a University of Montana campus in China. This is an initiative that would have pleased the Senator, for it was in China as a 15-year-old soldier that Mansfield first developed his fascination for East Asia.

The Center serves the Mansfield legacy by invariably including an ethical dimension in its activities. The majority of twenty annual Mansfield Conferences, for example, addressed key issues related to the quality of human life and family, including recent meetings on the healing arts, the role of water in Asia and Montana, and the human dimensions of rapid economic reform in China. The Center also launched a major project on "America's Wars in Asia," featuring a series of moving meetings between former enemies who fought each other during World War II, the Korean War, or the war in Vietnam. From these meetings emerged a digital



Mike and Maureen Mansfield were inseparable throughout the 60 years of their marriage. Mike Mansfield often credited Maureen as being the unsung hero who was responsible for his success and insisted that her name was first in the Maureen and Mike Mansfield Foundation.

teaching library that included many personal written, visual, and artistic remembrances that focus above all on the personal, human costs of war. And an "American Perspectives" program represents an on-going effort not only to remind Americans of the lessons of history, but also to inform them about how America's actions abroad affect and are viewed by people we often forget to consult.



Terry Weidner is Director of the Maureen and Mike Mansfield Center at The University of Montana in Missoula, Montana.

The Maureen and Mike Mansfield Foundation

The Maureen and Mike Mansfield Foundation, created in 1983, primarily sponsors exchanges and dialogues, creating networks between U.S. and Asian leaders. These encounters explore public policies, and increase awareness about the nations and peoples of Asia.



For example, in December 2004 a group of American women state legislators visited Japanese women counterparts in Tokyo and Osaka. This May, a delegation of Japanese women elected to prefectural positions will visit their American colleagues in Minneapolis and Washington, DC. The participants are discussing policy similarities and differences in each nation related to childcare, medical delivery systems, issues related to aging populations, and challenges faced by women politicians in each country.

Similarly, the Foundation has arranged a series of "Trilateral Retreats" which bring together young journalists, professors, economists and politicians from China, Korea and Japan. Over the past two years, the group has made remarkable progress in understanding historic issues that have led to distrust, wars and even genocide between their nations. At their last meeting, they drew up an action plan aimed at influencing improved relations among the countries. Hopefully these young leaders can effect positive change collectively and individually.

Elizabeth Oleson is fiscal affairs director of the Maureen and Mike Mansfield Foundation in the Missoula, Montana office.



Uniting Generations to Face the Aging World

Donna M. Butts and Douglas Lent

For years, many saw the intergenerational field simply as “nice but not necessary.” Intergenerational programs were not viewed as life saving or as community building. Limited resources on Capitol Hill fueled outside political pressure to try to force Congress to make decisions between services for the young or services for the old. Advocates for children and youth found themselves unwillingly pitted against advocates for the aging in an attempt to ignite intergenerational warfare. To make matters worse many media outlets were using inflammatory ageist labels such as “greedy geezers” and “kids vs. canes” to spark conflict between the generations.

“There is nothing more important to the future well being of current and future retirees than policies that enable children to grow up to be productive citizens.”

**-John Rother
Generations United Board Chair**

David Liederman of the Child Welfare League of America and Jack Ossofsky of the National Council on Aging believed that the competition between the generations was destructive. They



Generations United presenting Sen. Mike DeWine the 2003 Jack Ossofsky Award for Lifetime Achievement in Support of Children. L to R: Gregg Haifley, Jaia Peterson Lent, Karla Carpenter, Sen. Mike DeWine, Donna Butts, GU Board Chair John Rother, AARP and GU Board Member Paul Thornell.

foresaw the need for intergenerational programs and policies that would foster understanding, cooperation and interdependence between the generations to improve the lives of individuals and their communities. Only united could the generations thrive. In 1986 Liederman and Ossofsky held a press conference to announce the launch of Generations United (GU). Jack Ossofsky later said, “We formed Generations United to argue for a caring society.”

Over the past two decades respect for the intergenerational field has grown, in large part due to committed, visionary professionals, quality programs, and the leadership of Generations United. What began as a loose coalition is now a recognized force of more than 100 national, state, and local

organizations representing more than 70 million Americans who are promoting a caring society.

Intergenerational approaches are thriving. State and local initiatives continue to grow around the country, intergenerational studies programs and curriculums are springing up at colleges and universities, and there is a new international intergenerational movement organized under the International Consortium for Intergenerational Programmes in England. Through education, training, and technical assistance, GU encourages intergenerational connections while providing a forum to explore areas of common ground. Our international biennial conference and national awards program provide a unique opportunity for intergenerational



Every year Generations United and MetLife Foundation sponsor a photography contest. The Grand Prize photograph was taken by L. Roger Turner of Wisconsin of an RSVP volunteer sharing a special time with a young student. For the 2005 contest see www.gu.org

professionals to gather in Washington, D.C., attend workshops and build community focused on intergenerational issues and multigenerational opportunities.

Through our public policy efforts, Generations United has developed a solid reputation providing a voice of reason on Capitol Hill. We develop a public policy agenda that we use to educate members of Congress on issues that affect young and old and the advocates working on their behalf. Most recently, we mobilized our members to make sure the American Dream Downpayment Act included intergenerational housing provisions. There was great reason to celebrate when the president signed the act into law in December 2003.

Our goal is to recognize

emerging intergenerational issues and help bring those to the forefront. This is most evident in the growth of our work through our National Center on Grandparents and Other Relatives Raising Children. GU staff provides training and technical assistance, builds public awareness, and provides a voice for the organizations working to address the issues facing the more than 2.4 million grandparents raising grandchildren in the U.S.

In twenty years, the issues haven't changed. Congress is making cuts that are devastating to social services and Social Security is at risk of being dismantled. We are working to inform the current Social Security debate by providing nonpartisan and unbiased information about how the program currently benefits America's children, youth, and families, at our website www.socialsecurity4youth.org.

Working in concert with our members, GU is blazing a path thanks to guidance from our dedicated board of directors comprised of executives from the nations leading child, youth, and senior organizations. In addition to our founding organizations, GU's board includes AARP, the Children's Defense Fund, United Way of America, the Points of Light Foundation, Volunteers of America and others. According to John Rother, GU Board Chair and Director of Policy and Strategy at AARP, "There is nothing more important to the future well being

of current and future retirees than policies that enable children to grow up to be productive citizens." We will continue to promote intergenerational approaches to new audiences so they may adapt a mindset that values all generations equally. An intergenerational approach to civic engagement, education, and community building can only strengthen our institutions and communities now and in the future. For information, visit www.gu.org or call 202/289-3979.

A new intergenerational resource for everyone is the GU i-PATH (intergenerational Programs Actions Topics and Help) is scheduled to go online in July 2005 www.gu.org.



Donna M. Butts is the executive director of Generations United and in addition to being a respected author and speaker she serves on several

boards, including the International Consortium of Intergenerational Programmes.



Douglas Lent is the membership and communications coordinator at GU, where he is responsible for alerting the press and the ever growing numbers of GU members around the globe about the organization's successes and new initiatives.

Japan Intergenerational Unity Association

日本世代間交流協会

Matt Kaplan, an intergenerational expert from Pennsylvania State University, describes the status of intergenerational programs in Japan. He conducted a 9-month study in 1994-5 through the Department of Public Health in Tokohu University's School of Medicine in Sendai.

Matt Kaplan

Though this was an exploratory study, I learned many things as I traveled around Japan to meet with social researchers, educators, and health and human service professionals. I learned about demographic changes, social problems, and human service programs and issues including the following:

(1) There was a greater amount of planned intergenerational activity taking place than most of my preliminary contacts reported. It seems they did not consider cases such as an intergenerational dance group that practices regularly and performs at cultural festivals as formal intergenerational programs.

(2) There was much creative thinking and administrative support at the municipal and prefectural levels that made intergenerational initiatives possible.

(3) There was growing interest and support at the national level for specific intergenerational models, particularly in connection with endeavors aimed at involving young people in social welfare-oriented services developed



It is intergenerational interaction time at Koto-en, an age integrated facility: a school for young children, a home for elders, and a skilled nursing facility in Edogawa Ward, Tokyo. Nursery-school children and elders exercise outside in a yard every morning. After the exercise, they have time to play and visit.

to address the needs of a growing aged population.

(4) There was a lack of a sense of an "intergenerational field" and there were no organizations devoted to providing an overall conceptual and organizational framework that could help pull together the various proponents of intergenerational programs. [I found no trace of any national mechanism (formal or informal) that could function to promote to

communication and cooperation among intergenerational advocates across disciplines and across agencies.]

The Japan Intergenerational Unity Association has emerged to promote a national agenda for intergenerational programs and policies in Japan.

Matthew Kaplan, Ph.D., is an associate professor of Intergenerational Programs and Aging, The Pennsylvania State University



Japan Intergenerational Unity Association

Masataka Kuraoka
and Satoru Sugioka

The Japan Intergenerational Unity Association (JIUA) was founded in 2004 by a group of committed individuals gathered from many disciplines, such as education, art, medicine, and community building. Dr. Atsuko Kusano, professor at Shinshu University, who conducted research on intergenerational initiatives, brought the group together, and the seeds for the organization were planted. Dr. Sally Newman, professor emeritus at University of Pittsburgh who was visiting Japan at the time, suggested organizing a national intergenerational group.

The mission of this budding organization is to promote intergenerational initiatives in Japan with a focus on supporting existing intergenerational projects, creating new movements, and developing a national level coalition. The JIUA also aims to meet the needs of many disciplines to establish a stronger movement, which did not exist in the past. The JIUA is currently preparing an annual conference, publishing quarterly newsletters, and providing monthly study sessions to encourage discussion and establish the network.

The recognition of the JIUA in Tokyo and throughout Japan is



Japan Intergenerational Unity Association (JIUA)

The leadership team during the first Summer Institute in 2004 in Tokyo.

Front: Professor Matthew Kaplan, Penn State University with Mia Kuraoka; Atsuko Kusano, founder and chair of the JIUA: Shinshu University; Makoto Oshima, vice-chair of the JIUA, emeritus, Jissen Women's University; Mariko Tairaku (founding member of the JIUA); Toshiko Kaneda, Shiraume University; Masataka Kuraoka, leadership member, holding Mitsumasa Kuraoka; Masako Yoshizu, founding member: Kamakura Women's University. Back: Emiko Ogawa, freelance writer; Motohiko Kawashima, publisher; Megumi Takahashi, translator; Kimiko Matsuko, elementary school teacher; Sho Kozasa, elementary school teacher; Mayumi Kobayashi, Seitoku University, School of Music; Shoko Ikeda, University of Findlay, OH; Tamako Koizumi, member of the Assembly, Setagaya Ward, Tokyo

growing in the media and through an increase in membership.

Further efforts will identify and reach organizations for youth and seniors as well as policy makers to nurture intergenerational thinking and actions. Developing intergenerational research is another priority of the group. In addition, the leaders hope to establish a financial foundation, provide staff development, and become incorporated.

The JIUA is responding to the aging population in Japan, which was 23% (60+) in 2000 and

projected to be 42% of the population by 2050. The organization has also collaborated with other organizations in world intergenerational efforts supporting the idea that all ages and all nations must learn to live together. Contact office@joyful-generations.com, www.joyful-generations.com

Masataka Kuraoka is a graduate student at Boston University and is currently conducting his research in Japan for his Ed.D. Satoru Sugioka is a graduate student in the Gerontology Program at Obirin University in Tokyo.



A Tribute to Native Americans From the President of the Lewis and Clark Trail Heritage Foundation

The new National Museum of the American Indian tells its story through exhibit galleries named Our Universe, Our Peoples, Our Lives. Contemporary quotes scattered throughout the exhibit areas remind us that the American Indian is not some abstract historic person but our colleague, neighbor, friend, and fellow citizen.

The museum opened during the bicentennial of the Lewis and Clark Expedition, which has been called the great American epic of

exploration. The Lewis and Clark Trail Heritage Foundation, an organization formed in the mid-1960s, functions to perpetuate the story of the Lewis and Clark Expedition. As Keepers of the Story, Stewards of the Trail, the foundation encourages scholarship and protection of the physical trail.

The National Museum of the American Indian compels the Lewis and Clark Trail Heritage Foundation to reconsider our traditional stereotypical view of Native Americans. It reminds us that staying true to our foundation's mission as "Keepers of the Story" goes beyond an emphasis on history, as important as that is, because the story is at least as much about the future as it is about the past. The museum reminds us too, that our country's strength lies not only in its diversity but in its commonality.

The challenges to implement these ideals are substantial but present unique opportunities for the Lewis and Clark Trail Heritage Foundation. The Third Century Committee, a group establishing future directions for the foundation, has formed a Diversity Advisory Panel to create a vehicle to encourage

dialogue and understanding. The foundation cannot achieve its mission as Keepers of the Story, Stewards of the Trail until we commit ourselves to recognize the consequences of the expedition. Only when we embrace the dignity of individuals and understand that this dignity is a product of their origin, beliefs and culture will we find true understanding.

*"our country's
strength
lies not only in its
diversity by in
its commonality."*



Art from the
National
Museum of the
American
Indian



Gordon Julich is the current president of the Lewis and Clark Trail Heritage Foundation. Professionally, he is superintendent of Historic Sites for Jackson County (Missouri) Parks and Recreation. He is currently overseeing the development and construction of a \$6.5 million education center at Fort Osage National Historic Landmark.

Developing a Cooperative P-16 Education Policy

Brendan Costigan



The Joint Education Committee is composed of representatives from the the Illinois Board of Higher Education (IBHE), the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Workforce Investment Board (IWIB). The group develops collaborative initiatives based on their joint needs.

L to R at the table: James L. Kaplan, Chairman, IBHE; Bashir Ali, IWIB; Bernice Downs, City Colleges of Chicago; Cordelia Meyer, IBHE; Thomas R. Lamont, executive director, IBHE; Joyce E. Karon, ISBE; Standing: Virginia Mcmillan, ICCB; Judith Rake and Suzanne Morris, ICCB; Geoff Obrzut, executive director, ICCB; Randy Dunn, interim superintendent, ISBE; Jesse H. Ruiz, Chairman, ISBE. Not Pictured: Proshanti Nandi, alternate member IBHE; ISBE alternate members, Marjorie Cole and David Fields; Brooks Lockhart and Eloy Salazar, alternate members IWIB.



Elliot Regenstein is the governor's primary education aide, with responsibility for oversight of the three boards of education. He is responsible for developing and managing the governor's education initiatives, represents the governor in meetings with legislators and legislative committee hearings, and serves as co-chair of the governor's Early Learning Council. Before joining the Blagojevich administration, he was an associate with Holland and Knight LLP. He graduated cum laude from the University of Michigan Law School and was a Clarence Darrow Scholar.

Formed by statute in 1973, the Joint Education Committee (JEC) is charged with developing policy for a seamless education system in Illinois, from pre-kindergarten to post-secondary levels. The committee meets quarterly and submits its findings to the Governor and the General Assembly for action. James Kaplan, the chairman of IBHE, is also the facilitator for the JEC. He keeps the lines of communication open between the three levels of education and sets the agenda. Elliot Regenstein, the governor's director of education reform, serves as liaison between the Governor's Office and the JEC.

The committee is focused on matters of common interest to Illinois learners and educators, such as early learning, dual credit enrollment, developing a student tracking system, improving the

state's bilingual testing program, and expanding Associate of Arts in Teaching programs.

Aiding it in this work is the Illinois Education Research Council (IERC). Formed in 2000, IERC is an independent policy analysis group at Southern Illinois University that provides research to support the JEC's P-16 education policymaking and program development activities.

Two issues the IERC is currently studying for the Joint Education Committee are increasing teacher quality and strengthening the high school core curriculum. Through cooperation, the JEC will build on its proud track record as an incubator of Illinois education policy.

A graduate of Johns Hopkins, Brendan Costigan is a Dunn Fellow in the Office of the Governor. He was also an intern for the Irish Parliament.

DIVERSITY & Writing ABOUT IT

Students and Elders Share Family Stories and Build a Foundation for Learning to Live Together



Students and elders join President Emil Jones, Jr., Tribune Public Editor, Don Wycliff, and SIU Carbondale Chancellor Walter Wendler to discuss family history and diversity.

Telling family stories can lead to spirited discussions and learning about the past. On March 31, 2005, students from King Prep High School and Irving Park Middle School, and senior citizens gathered to discuss family stories and write about diversity.

"Diversity and Writing about It" was introduced by SIU Carbondale Chancellor Walter Wendler, and featured a dialogue between students and retirees followed by a discussion with Senate President Emil Jones, Jr., Don Wycliff, Chicago Tribune public editor, and Ashley

Richardson, a journalism student at SIUC.

Jones commended the students, teachers, and senior citizens for sharing their family stories and for sitting next to someone they didn't know. He said that the more you find out about your family history and learn from others about their histories, the more you will find similarities. "Other families are just like yours."

"Question your parents, grandparents, and great-grandparents. Gather the information and share it with other generations and other cultures," he said. "You will

be more successful in life if you understand those who don't look like you." He talked about the importance of building bridges between generations, between people who are different, and between the present and the future.

Writing about Cultural Diversity

Don Wycliff, public editor of the Chicago Tribune, told a story about the importance of understanding other cultures when writing about them. He said, "When I was growing up in Texas, my cousins John and Lawrence Como called their mother 'Madea' which meant 'mother dear.'"

"Question your parents, grandparents, and great-grandparents. Gather the information and share it with other generations and other cultures."

"Recently, I went to work and received e-mails saying 'Doesn't your movie critic know anything?' In the *Diary of a Mad Black Woman*, one of the main

characters was Madea. The critic said that Madea meant 'my dear.'"

"I tell you this story because I work at a newspaper where everything that happens in the world is something we could write about. If you don't know about different cultures you can make some grievous mistakes and people will say, 'Don't you know anything?'"

"When I was young, our parents were looking for a better life. We moved from Texas to Kentucky and we were the first black family to go to a previously all-white school. My parents were giving us an experience that they would never understand. Akudo Nwankpa, a student in our discussion group, is a first generation American and she says the same thing: Her parents have given her an experience that they will never understand.



Don Wycliff

That makes it all the more important to encourage talk between generations. Build a bridge to communicate with another person, because that is what we are here for in life, to touch other people."

Ashley Richardson, a student journalist from the Daily Egyptian, SIUC's newspaper, offered some tips to the high school and middle school students as they prepared to write their articles. She advised the students "to be good listeners and to be persis-



Pat Bearden shows her group of students and older adults, a photo of her great-grandparents. She urged the students to explore their histories while their relatives are living. She said that one of her greatest disappointments was that her grandmother had died before she could ask questions about the past.

tent. Sometimes it takes many calls to get the story."

Pat Bearden, a retired teacher who has explored her family history, told the story about finding a photo of her family taken in 1911. The photo had been stapled many times to mend tears and hold it together. She asked herself, "Who are these people?" She discovered that the photo was of her great-grandparents and their family. She wanted to learn more about the people in the photograph so she started researching her family history. "Learning about my history gave me a sense of connectedness to the past and how I came to be who I am today," she said.

During the symposium, students and senior citizens sat around tables telling stories, laughing, and finding similarities. The older people told stories about their school experiences

that amazed the students. The students had many reactions but Andrew Grabowski from Irving Park Middle School reflected his classmates' views of the symposium. "I learned that older and younger people can help each other with a lot of things." Mayre Mireles agreed, "Knowing about the past can help you understand the present and, perhaps, even the future." Sonya Roman concluded, "This experience was fun and entertaining."

*"Build a bridge to
communicate
with another person,
because that is what
we are here for in life,
to touch other people."*

--Don Wycliff

Reflections on cultural diversity and family history from senior citizens and students

Comments from Irving Park Middle School students

Franky Martinez

"People's histories can help you make better decisions in the future by not making the same mistakes they did."

Jasmine Castillo

"Just because you look different doesn't mean you don't face the same problems. We should work together to solve our problems."

Jessica Mendoza

"When we look very closely at each other, all of us have more things in common than we might think. Although we may come from different backgrounds, the point is that we're really more alike than we think."

Andrew Grabowski

"Understanding other people's pasts will help you overcome racism. Just because you come from different backgrounds you could still have many things in common."

Mayra Mireles

"I discovered that my best friend's grandma was in a powwow, which is a Native American tradition. It is amazing because I've known my friend for a long time and I just found out about the powwow. I want to learn more about history and get to know about the lives of older people."

Sonya Roman

"Diversity means learning about your family's culture and sharing this information with others. Meeting with other people will help the community by bringing everybody together."

Stefania Ramirez

"No matter what color you are, what nationality you are, or from wherever you come, never feel ashamed of your background."

Samantha Ramos

"Different stories from different people with different backgrounds made me think of the different environments in Chicago and helped me understand."

Tatiana Fernandez

"Diversity means different cultures and ethnic backgrounds. Learning about other cultures can help unite us and help us mix."

Aileen Aponte

"By thinking about and writing on diversity, we understand how people can be different and still have similarities."



Diversity and Teamwork

Robert Taylor and Tony Davalos are students from King Prep High School and members of the football team. Robert said that understanding other cultures is valuable to him as the quarterback, particularly when he depends on people like Tony, his center, who is Hispanic.

"People of all ages feel a disconnection with history.

Many have difficulty placing their own thoughts and actions, even their own lives, in any larger story."

-Generations

Student Reporters

Students reported their recommendations from the symposium.

Akudo Nwankpa (Group One): "We need more opportunities to meet with people of different ages and different



cultures so we can learn from each other."



Richard Taylor (Group Two): "Avoid being judgmental and be open to meeting new people."

Samantha Person (Group Three): "When we gather old and young together, we learn about different backgrounds. It helps us break stereotypes."



Jelani Hannah: (Group Four): "Find out as much about yourself, your family, and your past, and then you will

understand more about your culture and others."

Robert Bradford (Group Five): "We can realize the similarities of ethnic groups and that we share similar struggles. Understanding will bring unification."



Mayra Mireles (Group Six): "Travel throughout the world to find out about other cultures. Learn from the place we are and from other places."



Becoming An Other

Mary Gray Kaye

Throughout the morning of March 31, in many different words I heard the thought - respect: "Listen to what others say" - respect. "Learn from their experiences" - respect. "Enrich yourself with others' differences" - respect. "Appreciate their struggles" - respect.

That lesson is often preached. Through the years I have absorbed it, sometimes even practiced it. But always the "others" were those whose skin was darker, "others" with a slant to their eyes, "others" who wore clothes unlike mine, who spoke in an unfamiliar tongue.

At the Intergenerational Symposium that Thursday morning, it suddenly struck me that I was now an "other." I, who had traveled the mainstream all my many years, being generous and liberal and accommodating, conscious of "them" and the conditions of their lives, I was now on the banks of that stream. The "other" was now those of us with shades of grey in our hair, with our gnarled fingers and sunken cheeks, our tremorous voices, our sensible shoes and our rumpled hats. We were now being pointed to as the "other" to be listened to, learn from, now to be a source of enrichment, the survivors of struggles, respected for what we offered to the mix. The undercur-

rent is the possibility that none of the above is happening, just as it often didn't when we were on the other side of "other."

But what an enlightenment to turn that corner. What a relief to offer the responsibility of civility to a new generation and sit back and empathize with its fight to better the world, to succeed where we failed, to take our humanness to a new level. How it lightens our load to watch the torch being taken up by such enthusiastic hands.

Beyond that relief I find, in listening to the unfurrowed and fresh brown and black and yellow faces surrounding me that I still have much to learn, and still can--from them. Much to learn. It would behoove me also to listen respectfully and take note. To enrich myself with their outlooks. To marvel at their accomplishments. To respect.

Mary Gray Kaye is a student in the Renaissance Court class called Creative Writing for Seniors sponsored by the Chicago Department on Aging. The teacher is Beth Finke.



How it lightens our load to watch the torch being taken up by such enthusiastic hands.



**"Population Ageing is a global phenomenon affecting every man, woman, and child."
UN World Assembly on Aging, Madrid, Spain, 2002**

The graying world is an event without precedent in the history of humanity. The UN Department of Economic and Social Affairs predicts that "By 2050 the number of older persons in the world will exceed the number of young for the first time in history." The Center for International and Strategic Studies (CISS) calls this global aging, which is the result of two sweeping forces: fewer births and longer lives. "Not only has the lifespan gone up," says Richard Jackson, director of the CISS Global Aging Initiative, "but the retirement age has gone down. One of the most crucial responses to the aging challenge is to reintegrate older citizens into the productive mainstream of society. We need to redefine retirement."

So what if the world is aging? What does that mean in your life? William Novelli, executive director of AARP says, "Longevity is a great accomplishment. We have much to gain from older societies." The Second World Assembly on Aging, held in Spain in 2002, discussed the economic, social, and medical problems that will challenge all countries, developed and developing.

The articles that follow, build on Jackson's notion of redefining retirement. Beginning with a

quiz to test your aging awareness, this section embraces a positive approach to population aging suggesting a world that strengthens the ties between generations to combat problems together. The sleeping-giant article by the UN World Assembly on Aging portrays an aging world with growing resources and opportunities. Articles about China and Illinois show that organizational work is in progress by educational policymakers to embrace the aging population, particularly to assist young learners.

Population Pyramids:

The population pyramids above represent the world population in 1950, 2000, and 2050. The triangle on the left has a wide base, which indicates a large number of children and a high birth rate. The narrowing of the pyramid at the top shows that many people die between each age category, which results in a small older population. The

middle pyramid shows a continued wide base but an expansion at the top indicating a growing older population. The pyramid on the right has changed to a rectangular shape, which shows an equal population of old and young. The rectangular pyramid indicates a lower birthrate and fewer people dying until older ages.

What Do You Know About Global Aging?

A test of your knowledge of global population aging from the U.S. Census Bureau: *An Aging World 2001* (Answers appear on next page.)

1. **True or false?** In the year 2000, children under the age of 15 still outnumbered elderly people (aged 65 and over) in almost all nations of the world.
2. The world's elderly population is increasing by approximately how many people each month?
a. 50,000 b. 300,000 c. 500,000 d. 800,000
3. Which of the world's developing regions has the highest aggregate percent elderly?
a. Africa b. Latin America c. The Caribbean d. Asia (excluding Japan)
4. China has the world's largest total population (more than 1.2 billion people). Which country has the world's largest elderly (65+) population?
a. Japan b. Germany c. China d. Nigeria
5. **True or false?** More than half of the world's elderly today live in the industrialized nations of Europe, North America, and Japan.
6. Of the world's major countries, which had the highest percentage of elderly people in the year 2000?
a. Sweden b. Turkey c. Italy d. France
7. **True or false?** Current demographic projections suggest that 35 percent of all people in the United States will be at least 65 years of age by the year 2050.
8. **True or false?** The number of the world's "oldest old" (people aged 80 and over) is growing more rapidly than that of the elderly as a whole.
9. More than one-third of the world's oldest old live in which three countries?
**a. Germany, the United States, and the United Kingdom
b. India, China, and the United States
c. Japan, China, and Brazil
d. Russia, India, and Indonesia**
10. Japan has the highest life expectancy at birth among the major countries of the world. How many years can the average Japanese baby born in 2000 expect to live?
**a. 70 years b. 75 years c. 81 years
d. 85 years**
11. **True or false?** Today in some countries life expectancy at birth is less than 40 years.
12. What are the leading killers of elderly women in Europe and North America?
**a. Cancers b. Circulatory diseases
c. Respiratory diseases d. Accidents**
13. **True or false?** Elderly women outnumber elderly men in all developing countries.
14. There are more older widows than widowers in virtually all countries because:
**a. Women live longer than men
b. Women typically marry men older than themselves
c. Men are more likely than women to remarry after divorce or the death of a spouse
d. All of the above**
15. In developed countries, recent declines in labor force participation rates of older (55 and over) workers are due almost entirely to changing work patterns of **a. Men b. Women
c. Men and women**
16. What proportion of the world's countries have a public old-age security program?
**a. All b. Three-fourths c. One-half
d. One-fourth**
17. Approximately what percent of the private sector labor force in the United States is covered by a private pension plan (as opposed to, or in addition to, public Social Security)?
**a. 10 percent b. 25 percent
c. 33 percent d. 60 percent**
18. In which country are elderly people least likely to live alone?
**a. Philippines b. Hungary c. Canada
d. Denmark**
19. **True or false?** In developing countries, older men are more likely than older women to be illiterate.
20. **True or false?** In most nations, large cities have younger populations (i.e., a lower percent elderly) than the country as a whole.

Answers to the Questions About Global Aging

1. **True.** Although the world's population is aging, children still outnumber the elderly in all major nations except six: Bulgaria, Germany, Greece, Italy, Japan, and Spain.
2. **d.** The estimated change in the total size of the world's elderly population between July 1999 and July 2000 was more than 9.5 million people, an average of 795,000 each month.
3. **c.** The Caribbean, with 7.2 percent of all people aged 65 or older. Corresponding figures for other regions are: Asia (excluding Japan), 5.5 percent; Latin America, 5.3 percent; and Africa, 3.1 percent.
4. **c.** China also has the largest elderly population, numbering nearly 88 million in 2000.
5. **False.** Although industrialized nations have higher percentages of elderly people than do most developing countries, 59 percent of the world's elderly now live in the developing countries of Africa, Asia, Latin America, the Caribbean, and Oceania.
6. **c.** Italy, with 18.1 percent of all people aged 65 or over. Monaco, a small principality of about 32,000 people located on the Mediterranean, has more than 22 percent of its residents aged 65 and over.
7. **False.** Although the United States will age rapidly when the Baby Boomers (people born between 1946 and 1964) begin to reach age 65 after the year 2010, the percent of population aged 65 and over in the year 2050 is projected to be slightly above 20 percent (compared with about 13 percent today).
8. **True.** The oldest old are the fastest-growing component of many national populations. The world's growth rate for the 80+ population from 1999 to 2000 was 3.5 percent, while that of the world's elderly (65+) population as a whole was 2.3 percent (compared with 1.3 percent for the total (all ages) population).
9. **b.** India has roughly 6.2 million people aged 80 and over, China has 11.5 million, and the United States 9.2 million. Taken together, these people constitute nearly 38 percent of the world's oldest old.
10. **c.** 81 years, up from about 52 in 1947.
11. **True.** In some African countries (e.g., Malawi, Swaziland, Zambia, and Zimbabwe) where the HIV/AIDS epidemic is particularly devastating, average life expectancy at birth may be as much as 25 years lower than it otherwise would be in the absence of HIV/AIDS.
12. **b.** Circulatory diseases (especially heart disease and stroke) typically are the leading cause of death as reported by the World Health Organization. In Canada in 1995, for example, 44 percent of all deaths occurring to women at age 65 or above were attributed to circulatory disease. The percentage was virtually the same for elderly men.
13. **False.** Although there are more elderly women than elderly men in the vast majority of the world's countries, there are exceptions such as India, Iran, and Bangladesh.
14. **d.** All of the above.
15. **a.** From the late 1960s until very recently, labor force participation rates of older men in developed countries were declining virtually everywhere, whereas those for women were often holding steady or increasing. But because older men work in much greater numbers than do older women, increases in female participation were more than offset by falling male participation.
16. **b.** Of the 227 countries/areas of the world with populations of at least 5,000, 167 (74 percent) reported having some form of an old age/disability/survivors program circa 1999.
17. **d.** The share of the private sector U.S. labor force covered by private pension plans was about 60 percent in the mid-1990s. However, not all employees who are covered by such plans actually participate in them.
18. **a.** The Philippines. The percent of elderly people living alone in developing countries is usually much lower than that in developed countries; levels in the latter may exceed 40 percent.
19. **False.** Older women are less likely to be literate. In China in 1990, for example, only 11 percent of women aged 60 and over could read and write, compared with half of men aged 60 and over.
20. We do not know. Some literature from developed countries suggests that the statement is false; evidence from certain developing countries suggests that it is true.

Older Volunteers: A Sleeping Giant for Education

World Assembly on Ageing
United Nations Office of Public Information

"Trees grow stronger over the years, rivers wider. Likewise, with age, human beings gain immeasurable depth and breadth of experience and wisdom. That is why older persons should be not only respected and revered; they should be utilized as the rich resource to society that they are."

-United Nations Secretary-General Kofi Annan

The "grey cloud" on the horizon today--the rapidly ageing population feared by the doom-and-gloom crowd--has several silver linings that have too long gone unnoticed, under-appreciated and under-utilized. One of these is the contribution of voluntary work by older persons, those who choose and who are able to remain active

and productive members of society. Volunteering by older persons is a singular and particularly valuable mode of productive ageing, because their contribution is the gift of life experience, skill, wisdom and human warmth to other generations.

Uncounted contributions

There is a great deal of

literature on the subject of ageing, but much of it does a disservice to older persons and to their societies: It neglects, or addresses only in passing, the changing ways that older people engage in society. Short shrift is given to the wealth of knowledge, expertise, skill and wisdom that is available to educate and inform younger generations. And this lack of attention does nothing to support the development of public policies that would encourage and facilitate the fullest participation of older people in society.

The traditional way of viewing the contribution of older people to society through their voluntary action is that, because older people are the most rapidly growing segment of the population in many parts of the world, they constitute a major resource waiting to be tapped. Indeed, older people fill gaps that the state and the market are unable or unwilling to fill; and they provide precious expertise, networks and knowledge to many organizations that otherwise could not function



Even the frail and old old can continue to volunteer. Elders in wheelchairs help celebrate the Chinese New Year with students from Gilson-Brown Elementary School in Godfrey. Photo from the Alton Telegraph

so well. Let us not forget the volunteers who didn't volunteer, who, because of unexpected illness and death, were thrust into the role of unpaid caregivers and found themselves giving again, at time of life when they may have expected to be receiving care and support, or just enjoying their later years.

Because older people are the most rapidly growing segment of the population in many parts of the world, they constitute a major resource waiting to be tapped.

Many traditional cultures still regard their elders as authoritative decision-makers and a valuable source of counselling and wisdom. But much of modern society, enamoured with the beauty of youth, the flash of high tech, and material recognition and gain, seems to have forgotten the value of the dimension of accumulated experience and knowledge. Today, the pervasive lack of accurate information on their contribution fuels the stereotyping of older people, as unproductive, dependent and subject to irreversible decline. It is time to shatter this myth.

There is an additional way of viewing the contribution of voluntary action by older people, in terms of the benefits to themselves. Voluntary work is a valuable, productive way for older people to stay engaged with society, to use their expertise and

to maintain and nourish their sense of purpose, their innate value, and their self-respect. Such involvement and self-value naturally result in more independence, health and well-being for older people.

Giving a little, getting a little

An important concept of all voluntary work is that it is reciprocal: You give something, and you get something back--often in addition to the self-satisfaction and pleasure to be had. Young people who volunteer gain because they become more employable. Working adults who volunteer gain status in their

communities. And older people who volunteer gain healthy years of life, as has been amply demonstrated. Older people who stay actively engaged live longer and live better; their lives are healthier than ever before, and they are more often than not more knowledgeable. Orphaned or abandoned children who benefit from human warmth received from older volunteers--when there are far too few younger hands available--are children who are much more likely to give back to society in their time.

<http://globalag.igc.org/waa2/articles/productiveageing.htm>

Older volunteers of all ages help students at all levels of education



Learning basic skills in kindergarten
Oakton Community College Photo



Quilt-making is a way of learning about math, English, science, and history. Sidney Grade School Photo

A retired professor from Western Illinois University discusses college life with new freshman students.



Preparing for the Aging World

Developing Organizations to Bring Retirees into the Mainstream of Education

China and the United States are on different sides of the world, but they have one thing in common when it comes to preparing for the aging population. They are organizing systems to tap the wisdom and experience of retirees through top-down and bottom-up public policy. The needs of education and the resource of retirees are merging into a force with great potential for education and retirement.

The Education Ministry in China established a group called the National Committee on Caring for the Next Generation. Retirees advocate for students to stay in school, give support to the curriculum of moral education, and help in many ways. In Illinois, the Board of Higher Education joined with legislative leaders and the State Universities Annuitants Association in launching a new partnership as the foundation for the Illinois Retiree Volunteer Program.

Older population in China and the United States	
China	United States
Population 60+	Population 60+
1950: 7.5%	1950: 12.5%
2000: 10.1%	2000: 16.7%
2050: 29.9%	2050: 26.9%
Population 80+	Population 80+
1950: .3%	1950: 1.1%
2000: .9%	2000: 3.2%
2050: 6.8%	2050: 7.6%
World Population Ageing 1950-2050	

China's Education Ministry Sets an Intergenerational Example

Vice Minister Chen Xiaoya, has worked in education for more than 20 years and served as vice minister for one year. She was interviewed by Continuance Editor Jane Angelis on January 8 at the Ministry of Education in Beijing.

What are your responsibilities as vice minister of basic education?

"The Vice Minister of Education is responsible for the education of 200 million students from grade one through high school. Our ministry sets the standards for education, establishes the curriculum, and develops policy.

How has education developed historically?

"With a history of over 5,000 years, China has a tradition of respecting teachers and honoring the teaching profession. Ancient Chinese education played a significant role in passing down and developing Chinese civilization, and it also made tremendous contributions to the civilization of the world."

"October 1, 1949 witnessed the founding of the People's Republic of China. The Chinese people became their own masters and China entered a new era. Since then, the Chinese government has attached great importance to the educational cause and the setting up of a new socialist education system to enhance educational attainment. For example, in 1949, the country had only 1,300 kindergartens, 289,000 primary schools, and 4,200

secondary schools. With the adoption of reform and opening to the outside world in 1978, basic education entered a new era of progress with tremendous achievements. By the end of 2001, China had 111,700 kindergartens, 491,273 primary schools, and 80,432 secondary schools."

What are your priorities?

"Three of our priorities are the 9-year Compulsory Education program, moral education, and rural education. At present, the 6+3 system, the 5+4 system, and the grade 1-9 integrated systems exist side by side. Primary schools last for 5-6 years and the secondary, for 3-4 years. The entry age of primary schools is 6-7 and the secondary is 12-13.

"Moral education includes political, ideological, moral, and psychological education. The basic task of moral education in primary and secondary education is to foster the five loves: love for the motherland, the people, labor, science, and socialism. Moral education teaches students about being good citizens."

"Another of our priorities is the eradication of illiteracy. In the old China of pre-1949 days, over 80% of the population was illiterate. By 2001, the illiteracy rate of China's population was reduced to less than 6.72% and the illiteracy rate among the 15-50-age group declined to less than 4.8%. The goal is to make education accessible to every child, whether they live in rural areas or in cities.



Vice Minister Chen Xiaoya greets Jane Angelis at the Education Ministry.

We hope they can study well and live a happy life."

What is the policy of the ministry regarding intergenerational programs?

"We have a committee called the National Committee on Caring for the Next Generation, sponsored by the Education Ministry that operates like a Non Governmental Organization. Members are retired teachers, workers, and people from all walks of life. They work together to help the younger generation and offer their skills and knowledge to support the curriculum. Leaders of these organizations are the retired officials from the government, who are energetic volunteers and are skilled at organizing."

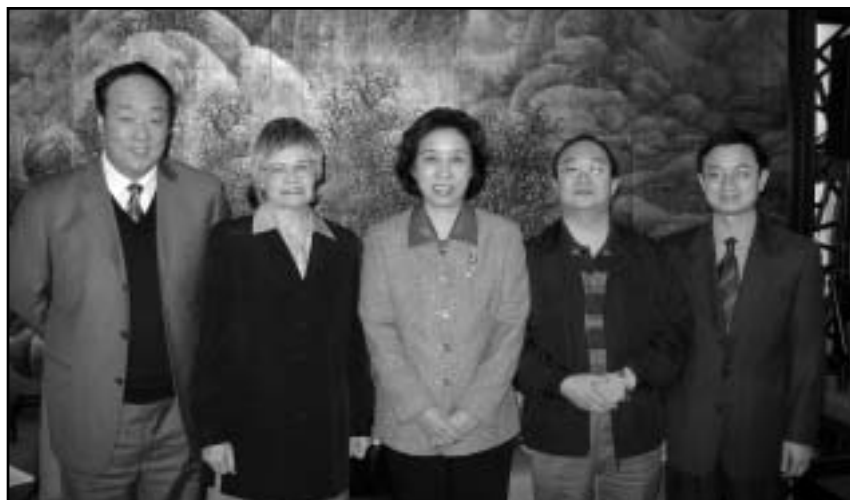
In China, it is a tradition for younger generations to respect their elders and their leaders. It is a statistic of our society that many students in primary school live with their grandparents, so older generations take care of the youth and encourage their education. In turn, the schools organize community service activities for students to help older people."

National Committee on Caring for the Next Generation

Retirees Help Foster the Basic Education Curriculum in China

According to the China Daily, the 65+ population will grow to 14% of the population in 2007 and to 24% by 2050. The Education Ministry of the People's Republic of China seeks to make the aging population a resource for education. Dr. Jin Yang, Deputy Minister for Basic Education, said that the National Committee on Caring for the Next Generation was founded in 1991 by the Ministry of Education and is composed of retired teachers, workers, and older people from all walks of life. He says that retirees help foster the curriculum. For example, artists, writers, and authors help with writing, prepare and recommend films, and produce training videos for the students. Every Provincial Educational Ministry has a committee with the goal to take care of the younger generation.

During an interview at the Ministry of Education, Mr. Lee, deputy director of the National Committee on Caring for the Next Generation, was asked how they recruit retirees. He said, "That isn't a problem. The retirees are very committed to the young and are given praise, recognized by society and the party, given certificates of merit, and invited to lecture throughout the nation."



L to R: Dr. Yang Jin, deputy director general, Basic Education, People's Republic of China; Jane Angelis, director, Intergenerational Initiative, Office of the Associate Chancellor for Diversity, Southern Illinois University Carbondale; Chen Xiaoya, vice minister of Education, People's Republic of China; Mr. Feng Gang, deputy director general, Social Science Study and Ethic Education; and Mr. Wang Daoyu, deputy director, Division of American and Oceanic Affairs, Department of International Cooperation and Exchange, People's Republic of China

Few rewards are financial, because it is the responsibility of elders to help younger generations. For example, Tzi Sen is 70 years old and a retired teacher who has volunteered for more than 16 years. He encourages families in rural areas to keep their children in school. Lee says there is an ancient Chinese saying that "Every individual is responsible for the development of society." The development of the nation relies on education and the next generation."

Translated by Dongmin Mao, program officer, Division of American and Oceanic Affairs, Ministry of Education, People's Republic of China

Excerpts from the publications, "Education in China," Ministry of Education, 2002; and "Basic Education in China," Department of International Cooperation and Exchanges and the Ministry of Education, 2002.

Basic education curriculum for students in China



A Statewide Partnership for Involving Retirees with Young Learners

Policymakers Look to the Future

The 2000 census reports that one and a half million Illinoisans are age 65 or older, representing 12% of the population. By 2030, that figure is projected to increase to 20%. And yet, in a 2003 AARP study, those 45+ were asked if they volunteered in elementary, middle, or high school. Only 16% said yes. Clearly we have a potential resource for struggling learners and a movement that can define retirement as a time for planting seeds of success with young learners.

In Illinois, the State Universities Annuitants Association, an organization for retirees in higher education, has 12,000 members. Likewise, more than 60,000 older adults take courses on community college and university campuses. Many retirees say they are interested in helping in the schools, but according to Don Naylor, executive director of the State Universities Annuitants Association, "A big stumbling block is the lack of an organized effort."

What if we could mobilize a group of retirees, so that every struggling student could have a tutor and a cheerleader? Elizabeth



Policymakers acknowledge the potential for retirees. Left: IBHE Chair James Kaplan and Senate President Emil Jones Jr. join forces to launch the Illinois Retiree Volunteer Program.

Redmon, Executive Director, Association for Retiree Organizations in Higher Education points to an existing resource. "Retired faculty and staff of universities and community colleges possess a myriad of professional skills, a dedication to service, a desire to contribute to their campus and community. They have great potential to lead an effort to connect retirees with schools."

School administrators, teachers, and the business community applaud the idea. "Tapping

into the educator retirement pool to find talented and experienced people to assist in nurturing young minds is a great idea with exceptional potential," said Douglas Whitley, president & CEO of the Illinois Chamber of Commerce. "It could provide a valuable new human infrastructure for education." State Superintendent Randy Dunn concurs, "It is a timely idea meshing the needs of education with the resources of retirees."

"Retired faculty and staff of universities and community colleges possess a myriad of professional skills, a dedication to service, and a desire to contribute to their campus and community"
 - Elizabeth Redmon

A new program launched on December 7, 2004, by Senate President Emil Jones Jr. and IBHE Chair James Kaplan, is a call to action for retirees from universities, community colleges, and local communities. They are



State Universities Annuitants Association leaders join Senate President Emil Jones Jr. to launch the Illinois Retiree Volunteer Program. L to R: Don Naylor, executive director, David Hilquist, president; Senate President Emil Jones, Jr., and Richard Nimz, Illinois Central College. The launch was dedicated to Paul and Jeanne Simon.

invited to give an hour a week to read with students or get involved in local schools.

The organizational structure is based on a partnership between the annuitants associations on the campuses of universities and community colleges and the local schools. The heart of the project is recruiting retirees and establishing the view that volunteering is an important part of retirement. According to a 2004 Harvard study, *Reinventing Aging: Baby Boomers and Civic Engagement*, there is a misconception about volunteering in retirement. "The percentage of people who volunteer reaches a peak in midlife--not in retirement--and then declines."

Several annuitants associations have started discussions, formed committees, or have started recruiting retiree volunteers for schools. At Illinois State University, President Janet Cook

described the project at their annual meeting. Chapter members had comments: "What a good way to be of ongoing service to education, connecting the youngest learners to lifelong learners!" said Pat Grogg, professor emerita, Management, ISU. "A pilot project would let us work out any issues,

"What a good way to be of ongoing service to education, connecting the youngest learners to lifelong learners!"

Pat Grogg, Professor Emerita
Illinois State University

internal or external. We'd want to connect with the right groups both on campus and in the schools." Said Bill Semlak, professor emeritus, Department of Communication, and former school board member.

At Southern Illinois University Carbondale, Mary Simon, emerita, English, started recruiting annuitants and community residents to read with kindergarten students at Parrish School. "The first step is to complete background check forms. It takes about a month for them to clear." Teacher Robbi Kirkelbach says "The children look forward to reading with the volunteers. Having them read one day a week allows the teachers to spend time working on specific reading skills. More importantly, it gives the children the reading practice needed for becoming successful readers." Principal Candice Meyers describes the volunteer reading program: "We have a greater chance of success with young students if we lay the foundation in the early years."

Continuity

The program has a stellar cast of supporters from educators to retirees who are already involved. At the state level the three boards of education and the State Universities Annuitants Association have been instrumental in getting the project launched. At the local level, presidents and chancellors of community colleges and universities have started a new dialogue with school districts, asking how higher education can help. SIUC Chancellor Walter Wendler reflects the attitudes of public university presidents and chancellors: "This is a win/win for universities and schools. By involving our retirees with young students, we increase the potential for college-ready students arriving on our campuses."

Lead Organization

The Intergenerational Initiative was founded in 1986 by the Illinois Board of Higher Education as a statewide stimulus for intergenerational programs. The Initiative publishes a quarterly magazine and promotes the involvement of older adults in education as tutors, mentors, and sharers of their life experience. A recent 18-year report describes intergenerational progress in Illinois, and tells the story of programs, media, policy development, and a future for retiree volunteer programs.

From Launch To Action

Members of the Illinois Board of Higher Education and Policymakers launched the Illinois Retiree Volunteer Program on December 7 and volunteers started in the schools in March.



L to R: Lucy Sloan, vice chair, Illinois Board of Higher Education; Frances Carroll, board member IBHE and the University of Illinois; and Russ Marineau, coordinator of HURRAH (Happy Upbeat Recycled Retirees Actively Helping). Sloan, a reading tutor with the Rotary Club, applauds the impact of retirees volunteering in the schools. Dr. Frances Carroll and Russ Marineau joined President Jones in launching the program, Frances Carroll cited the potential for retirees to make an impact on education. "Everybody wins," she said. Russ Marineau challenged retirees to get involved, "Helping younger generations is an important part of retirement,"



Anita Ragsdale, a Carbondale retiree, listens to the story called *Legs with a* kindergarten student from Parrish School in Carbondale. Ragsdale is among 12 retirees who have started as volunteers. She says that she looks forward to Monday for the hour reading session. "The children are amazing--they are so bright and they love to read."

Lifelong Learning in Illinois

Older Learners Say You Can Teach an Old Dog New Tricks

Krisa Creech
Carl Sandburg College

Loneliness, dependency, becoming set in their ways . . . myths or reality? Think again! Seniors everywhere are breaking away from the communication of the good old days--moving from snail mail to email.

Thirteen percent of total online users today are fifty-five and over. Seniors are stepping out of their comfort zones by taking computer classes to make sure the technological age doesn't pass them by. In a recent Home Computing class for older learners at Carl Sandburg College, email and the Internet use were the most popular reasons cited for enrolling. A sixty-two year old student, Judy Pecharich, uses her computer daily to scan and store family pictures. "I'm in awe of all the information that can be kept in there" she said. She keeps in touch with family and friends by sending and receiving photos especially of her new great-grandson. At sixty-nine, student Dale Steffen uses messaging to chat with his daughter in Germany, saving the cost of long distance phone calls.

Computer classes strengthen

mature minds and are fast becoming the bond that joins generations. Online seniors agree that by learning to use this new communication tool, new doors are opened to keep them more involved.

Carl Sandburg College has developed programming specific for senior citizens since the early 1990's. The Senior College program provides learning opportunities in myriad ways to quench their thirst for lifelong learning. For information 309-342-1657

From Computers to Acquatics

Mabel Hayes
John A. Logan College

You might not be able to teach an old dog new tricks, but John A. Logan College's Arthritis Aquatics instructor Michael Stadler is teaching the seniors in his class a few new moves. Margaret Corse, age 78, enjoys the physical activity and the socialization of the class. Even though she found it frightening to enroll in a class, Margaret says the best thing you can do is just try it. "You find a lot of people are in the same boat."

For Mildred Phegley participating in the arthritis aquatics class is just a continuation of the life long

learning process that started many years ago. Mildred is a retired teacher who has been owner and operator of several businesses. A few years ago she wanted to learn about computers, and like Margaret, signed up for a computer class for older beginners.

When the John A. Logan College Community Health Building opened in 2004, Mildred signed up for the aquatics class because, "My daughter thought it would be good for me, and I think you can always keep learning." Mildred and Margaret are joined by several others who are using the classes at the Community Health Building to stay active and to keep on learning. For further information: 618-985-3741.

Retirement Is Interesting through LifeLong Learning

Art Hambach
Waubonsee Community College

I have been a facilitator at the Lifelong Learning Institute (ILI) for seven years and taking courses for eight. The thing that strikes me is that we have so many people with interesting backgrounds. When we did a course on Islam, our facilitator, a PhD. in Physics, had taught in a University in Arabia. Our president, who was in the

class, led the team that put the phone system into Medinah. They had experienced an Islamic society first hand.

Some of the classes available include Astronomy, Creative Writing, China, The 20th Century, American Religion, The American Musical Theater, Chess, Spreadsheets for your PC, Sing Along Throughout History, Shakespeare, Hemingway, Holding on to Hope, Great Conversations, Wagner's Rings, Chicago Memories, Environmentalism, Journaling Your Life, Music from 1750 to Present, and the Conversation Salon. The 260 members that some people might call old--our ages range from 50 to 90. We know them as broadly experienced and eager to learn. What amazes me is that my retirement is flat out interesting and a good deal of that is due to LLI and its people. Inquiries to Margaret Plaskas, LLI Advisor-Coordinator, Waubensee Community College, 630. 466.7900, ext. 5731, or email, mplaskas@waubonsee.edu

News from Lifelong: The Coalition for Lifelong Learning

The Annual Awards were given during the Lifelong Meeting on February 24 at Heartland Community College. Sherry Sparks, John Wood CC and Michael Shore, Highland CC organized the awards. Speakers were Janet Dobrinsky and Rudy Lewis from the Office of the State Treasurer who gave tips on identity theft.



Dr. Evelyn Claxton, Rend Lake College receives the Outstanding Instructor Award from Anita Revelle, President, Lifelong, and Jane Angelis, Advisor.

Annual Lifelong Communications, Instructor and Volunteer Awards

Outstanding Instructor Award:

1. Dr. Evelyn Claxton, Rend Lake
2. Adam Holtz, Waubensee Community College
3. Thomas Schleis, University of Illinois

Outstanding Volunteer Award:

1. Ruth Hall, John Wood Community College
 2. Pearle Jeffries, Illinois State University
- Innovation Award

1. Illinois State University
 2. (Tie) John Wood Community College
 3. (Tie) (Lincoln Land Community College)
- Brochure or newsprint
1. Rock Valley College
 2. Illinois State University
 3. Lincoln Land Community College
- Overall Older Adult Program:
Rock Valley College

Lifelong: The Coalition of Older Learner Programs

Lifelong is an organization comprised of community college and university educators, who provide educational programs and service opportunities for retirees. Lifelong was established by the Illinois Community College Board in February 1992 to give coordinators of older learner programs an opportunity to share information and programmatic trends. In 1995, universities joined

the coalition.

The group comes together twice each year to discuss programs for older learners. For information, contact Anita Revelle, Chair, 309- 438-2818 at ISU

Lifelong is sponsored by the IL Community College Board, the IL Board of Higher Education, and the Intergenerational Initiative at SIU Carbondale. For further information: www.siu.edu/offices/iii

Update on the Disabilities Advisory Committee in Higher Education

Developing Consistent and Quality Measurement Criteria

A recent survey on students with disabilities in higher education found that institutions were counting students and services in different ways. The University of Illinois at Urbana Champaign, Northern Illinois University, and Harper College have partnered to solve this dilemma. They will develop, pilot test, and implement measurement criteria that can be used to obtain information about students with disabilities in three areas: the transition from high school to college, support services for currently enrolled students with disabilities, and retention of students with disabilities.

The project team has held three focus groups in the northern, central and southern regions of Illinois to gather information on what data higher education institutions are collecting on students with disabilities, how they are collecting it, and the barriers that prevent them from gathering the data. In May and June, seven follow-up focus group meetings will be held with institutional representatives to present the model and to obtain additional feedback. In July and August, a final version of the model will be submitted to IBHE for review and to seek support for implementation at four institutional pilot sites during the 2005-

2006 school year. The project is funded by the Illinois Board of Higher Education through the Higher Education Cooperation Act and is housed at the University of Illinois Urbana Champaign. For further information, contact Brad Hedrick, 217-333-4600 TDD: 217-333-4603

Summer Transition/Inclusion Camp

Students with disabilities who are preparing to attend colleges or universities, either from high schools or community colleges, are qualified to attend the week-long summer camp at Southern Illinois University Carbondale. The students live in campus residence halls and spend their mornings learning to navigate the post-secondary academic environment, with a special emphasis on adapted computer technology. In the afternoons, campers swim, canoe, bowl, ride horses and play basketball, bocce ball, and rock wall climb to extend students' definition of their abilities.

The project is funded by the Illinois Board of Higher Education through a Higher Education Cooperation Act grant.

For information on the Higher Education Disability Advisory Committee Activities, contact Kristy Siegerdt 217-782-2551.

Adapted Computer Technology and Accessible Web-site Design Project

This state-wide initiative teaches (both on-site and on-line) teachers, rehabilitation professionals, as well as current students, about the interconnectedness of adapted computers and website design. For example, if an English instructor develops a course website for her students and fails to use accessible design features, blind and quadriplegic students and others cannot access the website.

The project is developing an expansion to the Mississippi Delta Region with support from State Farm Insurance and Sun Microsystems. The Mississippi Delta Region includes more than 40 colleges and universities. The goal is to disseminate critical information about the electronic inclusion of students with disabilities in higher education. Contact Kathleen Plesko, SIUC Director Disability Support Services, 618-453-5738, TDD 618-453-2293

The Higher Education Disabilities Advisory Committee will present information on Transition from High School to College to the Special Education Directors Conference on August 10-11, 2005 in Springfield.

A Tribute to Virginia McMillan



Twenty-two years of service at the Illinois Community College Board is something that we all should mark with admiration.

"I met Virginia McMillan for the first time at the University Center of Lake County. Virginia and I served as members of a commission studying the education needs of East St. Louis and the Metro region. I came to know how concerned and interested she is in doing what is right. She is a shepherd of academic programs with specific regard to the development of distance learning initiatives, the Illinois Articulation Initiative Agreement, and the Associate Degree in Teaching.

On behalf of the Board and its members and staff I would like to thank Virginia for all her good work and wish her good health, a wonderful retirement. You are a true friend to higher education."

-James L. Kaplan, Chair
IL Bd of Higher Education

"How do you replace a person like Virginia McMillan? You can't. There is a fondness for her throughout the community college system and throughout education in Illinois. She was a valuable asset to me as chairman because she always had the best interests of the students as her goal. I enjoyed working with her and will miss her guidance and her unique understanding of a community college education."

-Guy Alongi, Chair
Illinois Community College Board

"Nobody knows more about workforce education than Virginia McMillan."

-Gary Davis, Emeritus, Illinois
Community College
Trustees Association

"Virginia McMillan's service is unprecedented. Her knowledge of instructional programs, organizational structure and teaching methodologies enabled her to properly position Illinois community colleges so that they could effectively respond to the extraordinary growth over the last two decades. Virginia is a dedicated professional who is held in the highest regard by her colleagues. Someone undoubtedly will take her position, but no one will take her place."

-Joseph Cipfl, Emeritus
Illinois Community College Board

Coming Events

June 13-14, 2005

Bloomington, Illinois

*Focus on Illinois Education
Research Symposium*
Illinois Education Research
Council

Researchers, practitioners, and policy makers come together to share and learn about research to improve Illinois education from PreK through Higher Education (P-16).
Contact 618-650-242
<http://ierc.siuc.edu>

September 13-17, 2005

Washington, D.C.

Generations United Conference
*The Intergenerational Current:
Across the Lifespan and Around
the Globe*

The conference is designed to encourage, enhance, and establish creative programming and public policy initiatives globally that respect, value, involve, and improve the lives of people of all ages. Through motivational plenary sessions, workshops, roundtables, and poster sessions, the GU biennial conference brings together intergenerational practitioners from around the world. Visit www.gu.org for complete details.
www.gu.org

Datesaver: June 16-19, 2006

Victoria University,
Melbourne, Australia
*Connecting Intergenerational
Communities Through Creative
Exchange*

International Consortium for Intergenerational Programs aims to bring together practitioners, policy makers and academics from around the world to share their experiences, learn from one another and discuss the future development of intergenerational programs, research and policies.
<http://conferences.vu.edu.au/icip>

Resources

Learning to Live Together

Education for All: The Quality Imperative
UNESCO (2004). Paris, France: EFA Global Monitoring Reports
www.unesco.org



Learning: The Treasure Within
International Commission on Education for the Twenty-First Century (1998). Paris, France: UNESCO/Australian National Commission for UNESCO

Education for All for Learning to Live Together
International Conference on Education (2001) Geneva:ICE
www.ibe.unesco/International/ICE/46english/46dgspeech.htm

The Aging World

An Aging World: 2001
Kinsella, K. and V. A. Velkoff (2001) International Population Reports, Washington, D.C.: U.S. Bureau of the Census, Available as a PDF from any browser.

Generations
Strauss, W. and N. Howe (1991). New York: William Morrow, and Co.

Older Americans: Key Indicators of Well-Being
Federal Interagency Forum on Aging-Related Statistics (2004). Washington D.C.: National Center for Health Statistics, www.agingstats.gov



World Population Ageing 1950-2050
Department of Economic and Social Affairs (2002).

New York: United Nations
www.un.org/esa/population/publications/worldageing19502050/

Intergenerational Initiative Website: www.siu.edu/offices/iii



The 18-Year Report discusses the activities of the Intergenerational Initiative since 1986.



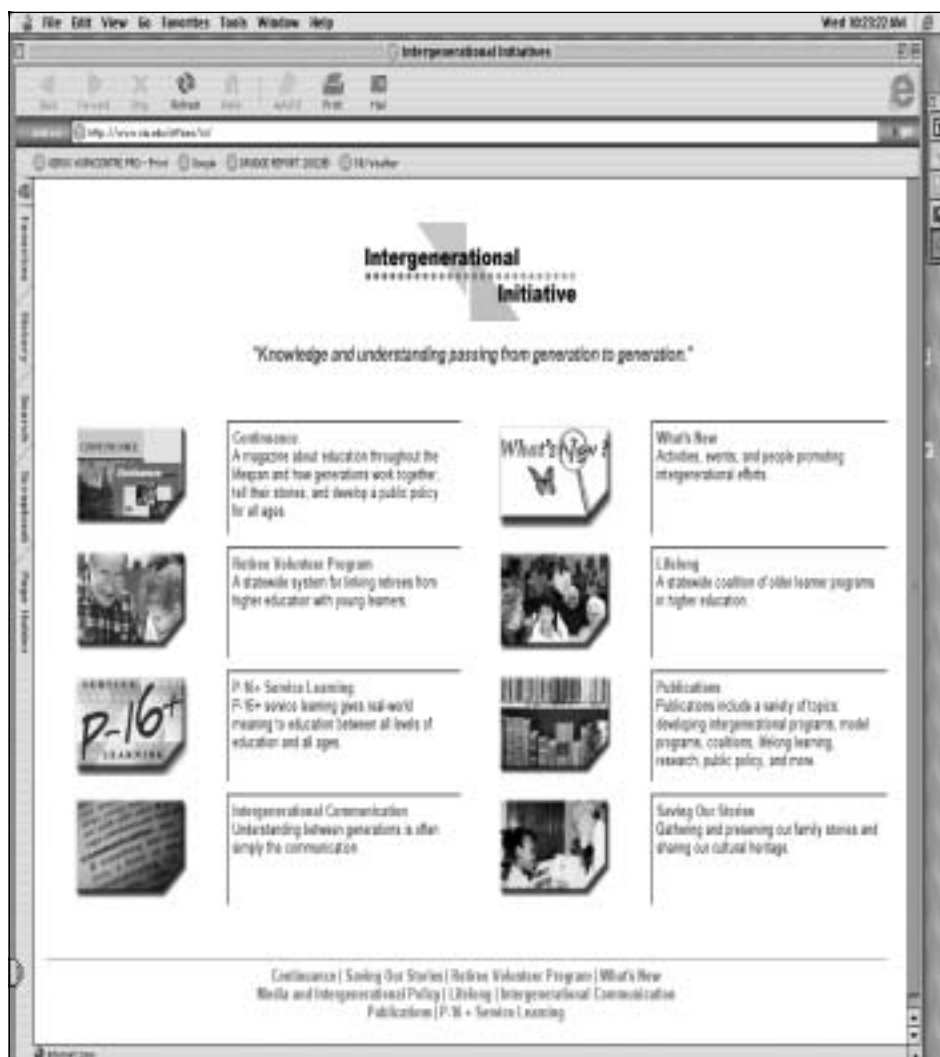
Launch of the Illinois Retiree Volunteer Program. Education leaders and policymakers started work toward a state-wide system that will give retirees access to volunteer opportunities.

Coming Soon:

Diversity and Writing about It
New Curriculum for Journalism and English teachers and students.

- Suggestions on Learning and Sharing Family Stories
- Excerpts from the Diversity and Writing About It symposium
- See the website this summer for information about the curriculum.

Visit the Intergenerational Initiative website to find many resources
www.siu.edu/offices/iii



The Last Word

Saying Thank You!

Preparing and publishing a magazine is a team task. A special thanks is sent to the authors and contributors to this issue as well as the Intergenerational Initiative Partners including the following:

American Family History Institute
American Folklife Center, Library of
Congress

American Indian Center
AARP

Attorney General

Changing Worlds

Chicago Department on Aging

Chicago Educational Alliance

Chicago Historical Society

Chicago Metropolitan

Intergenerational Com.

Chicago Public Schools

Chicago State University

City Colleges of Chicago

Council of Community College

Presidents

Eastern Illinois University

Federation of Independent Illinois

Colleges and Universities

Governors State University

Illinois Association of Regional

Superintendents

Illinois Association of School

Administrators

Illinois Association of School Boards

Illinois Association of RSVP Directors

Illinois Association of Senior Centers

Illinois Campus Compact

Illinois Commission for Volunteerism

and Community Service

Illinois Coalition for Community

Service

Illinois Coalition on Aging

Illinois Community College Board

Illinois Community College

Trustees Association

Illinois Corporation for National Service

Illinois Department of Children and

Family Services

Illinois Department of Corrections

Illinois Department of Historic

Preservation

Illinois Department of Human Services

Illinois Department of Public Health

Illinois Department of Veterans Affairs

Illinois Department on Aging

Illinois Education Association

Illinois Federation of Teachers

Illinois Humanities Council

Illinois Principals Association

Illinois PTA

Illinois Retired Teachers
Association

Illinois State Archives

Illinois State Board of Education

Illinois State Historical Society

Illinois State Library

Illinois State University

Mexican Fine Arts Center

Northeastern Illinois University

North Central College

Northern Illinois University
Secretary of State

Service Corps of Retired
Executives

State Universities Annuitants
Association

Southern Illinois University System

University of Illinois System

Voices for Illinois Children

Western Illinois University

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- Jane Angelis, Editor

CONTINUANCE

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To be added to the mailing list, send your request to the Intergenerational Initiative, intnews@siu.edu, or 618-453-1186/ FAX 618-453-4295

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